🗎 LESSON 30

In this lesson we learn the following :

#(1) التَّمْـيِـيز : It is a noun used to specify and define an indeterminate idea contained in the previous word, or in the whole sentence, e.g.,

a) شَرِبْتُ لِـتْراً حليبـاً 'I drank a litre of milk ' The word لِتر (litre) refers to an amount, but the meaning is not complete unless words like *water*, *milk*, *oil* etc are mentioned.

b) إبراهيمُ أحْسَنُ منّي خطّاً 'Ibrahim is better than I with regard to handwriting.' There are many things in which one may be better than the other. In this example the word خطّاً specifies the particular aspect.

The *tamyîz* is *manṣûb*.

There are two kinds of *tamyîz* :

a) تَمْيِـيزُ الـذّات : This comes after words denoting quantity. There are four kinds of quantity :

(1) العَدَدُ (number), e.g., : يا أَبَتِ إنّي رَأَيْتُ أَحَدَ عَشَرَ كَوْكَباً 'O my father I saw (in a dream) eleven stars...' (Qur'an 12:4). The *tamyîz* of numbers is *manṣûb* after 11 to 99. After 3 to 10 it is plural and *majrûr*, and after 100 and 1000 it is singular and *majrûr* as we have learnt in Book Two (L 24).

(2) المساحةُ (linear measurement), e.g., اشْتَرَيْتُ متْراً حَرِيراً 'I bought one metre of silk.'

(3) الكَيْلُ (measure of capacity), e.g., أَعْطِني لِتْرَيْنِ حَليباً 'Give me two litres of milk.'

(4) الـوَزْنُ (weight), e.g., عندي كيلُوغرامٌ بُرتقـالاً 'I have one kilogram of oranges.'

Words resembling words of quantity also take *tamyîz* , e.g.,

(1) the word كَمْ 'how many' resembles the number, e.g., كَمْ بِنْتاً لكَ؟ 'How many daughters have you?'

(2) ما في السَّماء قَدْرُ راحة سَحاباً 'There is not in the sky a cloud the size of the palm of the hand.' Here the wods قَدْرُ راحة 'the size of a palm' resemble words denoting linear measurement.

(3) هَلْ عندَك كيسٌ دَقيقــاً 'Have you got a sack of flour?' Here the word كيسٌ 'sack' resembles words denoting measure of capacity.

(4) فَمَنْ يعمَلْ مثْقالَ ذَرَّةٍ خَيْراً يَرَهُ 'Whoever does an atom's weight of good will see it' (Qur'an, 99:7). Here the words مثْقالَ ذَرَّةٍ 'atom's weight' resemble words denoting weight.

The *tamyîz al-dhât* may also be *majrûr* either because of the preposition مِنْ, or because of its being *muḏâf ilaihi*, e.g., اشْتَرَيْتُ متْراً حَريــراً can also be اشْتَرَيْتُ مِتْراً مِنْ حَريرٍ or اشْتَرَيتُ مِتْرَ حَريــرٍ. But this rule does not apply to the *tamyîz* of the number, which has its own rules.

b) تَمْييزُ النِّسْبَة **:** It is used to specify and define an indeterminate idea contained in the whole sentence, e.g., حَسُنَ هذا الطّالبُ خُلُقاً 'This student is good with regard to manners.'

This *tamyîz* can be construed as either the *fâ'il* or the *maf'ûl bihi* of the sentence, e.g.,

حَسُنَ بــلالٌ خُلُقــاً 'Bilal is good with regard to manners' can be construed as حَسُنَ خُلُقُ بلال 'Bilal's manners are good' (*fâ'il*).

وَفَجَّرْنا الأَرْضَ عُيُوناً 'We exploded the earth with springs' (Qur'an, 54:12) can be construed as وَفَجَّرْنا عُيــونَ الأرْضِ 'We exploded the springs of the earth' (*maf'ûl bihi*).

This *tamyîz* is always *manṣûb*, and cannot be *majrûr* (There are certains exceptions which you can learn later).

#(2) One of the patterns of the *maṣdar* is فُعْلٌ (**fu'l**-un), e.g., شَرِبَ 'he drank' : شُرْبٌ 'drinking' -- شَكَرَ 'he thanked' : شُكْرٌ 'thanks'.

#(3) We have learnt فِعْلُ التَّعَجُّب (the verb of wonder) in Book Two (L 9), e.g., مَا أَجْمَلَ النُّجُومَ! 'How beautiful the stars are!' This verb has another form. It is أَفْعِلْ بِهِ, e.g.,

مَا أَكْثَرَ النُّجُومَ! 'How numerous the stars are!' = أَكْثِرْ بِالنُّجُومِ!.

مَا أَفْقَرَهُ! 'How poor he is!' = أَفْقِرْ بِهِ!.

Both these forms have been used in the Qur'an : فَمَا أَصْبَرَهُمْ عَلَى النَّارِ 'How patiently they can endure fire!' (2:175).

أَبْصِرْ بِهِ وَأَسْمِعْ 'How clearly He sees and how keenly He hears!' (18:26).

The word بِهِ has been omitted after أَسْمِعْ to avoid repetition.

✍Exercises

1) Answer the following questions.

3) Point out all the instances of *tamyîz* occurring in the main lesson and specify its kind in each of them.

4) Point out the *tamyîz* in the following sentences and specify its kind.

5) Complete each of the following sentences with a suitable *tamyîz*.

6) Change the *tamyîz* to *majrûr* in the following sentences.

7) Write the *masdar* of each of the following verbs on the pattern of ***fu'l***.

8) Oral exercise : Each student says .... زَمِيلِي أَحْسَنُ الطُّلَابِ using an appropriate *tamyîz*.

9) Rewrite each of the following sentences using both the forms of *fi'l al-ta'ajjub*.

10) Use the word مِلْء in five sentences on the pattern of أُرِيدُ مِلْءَ كَفٍّ سُكَّرًا 'I want a fistful of sugar.'